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ABSTRACT

Section 1 of this study reviews the insufficiency of literacy and basic education programs for adults offered by the colonial Ministry of Education in Zimbabwe prior to independence (1980). While section 2 emphasizes the significance of adult education for the new nation's development, including its implications for manpower training and the assertion and reclaiming of Zimbabwe's cultural identity, section 3 describes such key elements in the planning of adult education programs for the future as literacy and basic education and vocational and technical training. Program emphases include the integration of manual and mental labor, collective organization, cooperation, and sexual equality. Section 4 focuses on political support and administration, addressing questions of costing and finance, resource development, and monitoring. Among guiding administrative principles are the establishment of nonbureaucratic structures, coordination of programs at the national, provincial/district, and village/community levels, and the establishment of evaluation processes for all aspects of the adult educastion system. The study concludes with a call for determined action in the implementation of adult education programs. (JBM)

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ADULT EDUCATION FOR ZIMBABWE

by A. Bordia
Consultant, IIEP

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IIEP seminar paper (42)

ADULT EDUCATION FOR ZIMBABWE

by A. Bordia
Consultant, IIEP

A contribution to the Seminar on Education in Zimbabwe: Past, Present and Future, organised by the Government of Zimbabwe, 27 August - 7 September 1981, Salisbury

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INTRODUCTION

For many years "ZIMBABWE" for me has been much more than a country or an historical civilisation. It has been the symbol of the dignified assertion of man's will for a self-respecting and free existence; of the struggle of the humiliated and the oppressed for equality and eternal values of humanism and truth.

I felt more than commonly honoured when, earlier this year, I was asked to visit Zimbabwe with Professor Michel Debeauvais to explore areas of co-operation between the Government of that country and the International Institute for Educational Planning, Paris. Our visit gave us an opportunity to understand some of the problems the country was facing. But what struck us was the continuance of determination, the persisting struggle, to transform this colonial epitome into a modern, socialist and democratic society. Naturally, the new leadership in Zimbabwe looks upon education as the means of bringing about this fundamental socio-cultural change.

The seminar on Education in Zimbabwe is planned as a landmark - to recapitulate the experiences of the colonial period as well as the experimentation done during the war for independence; to appraise the present situation, both quantitatively and qualitatively; and to examine the alternatives to make education the instrument for building the Zimbabwe of the future. Adult and non-formal education have been given an important place on the agenda of the Seminar.

This paper is a modest contribution on behalf of the IIEP, which has been called upon to work closely with the Ministry of Education and Culture in organisation of the Seminar. Although I have greatly benefitted from my discussions with Professor Debeauvais and other colleagues in the IIEP and Unesco, the opinions expressed in this paper are mine and do not necessarily reflect those of Unesco or IIEP.

August 1981

Anil Bordia

"Every citizen has a right to education, and this is why a ZANU Government will make education free and compulsory for all children. This is why a ZANU Government will run adult education classes throughout the country".

ZANU (PF) Manifesto

Zimbabwe attained freedom in April 1980 after long years of heroic struggle. Decades of colonial regime left an inheritance of wide inequalities, racial segregation and an administrative system responsive only to the expectations of European settlers. The government of new Zimbabwe, headed by Robert Mugabe, is committed to the reconstruction of Zimbabwe as a non-racial, people-oriented democracy. It recognises that every citizen has a right to education and has already taken vigorous strides to provide access to schooling to every child. Educational reform, to fundamentally restructure the system of formal education, is on the immediate agenda. Provision of educational opportunity to the illiterate adults and large-scale vocational and employment-oriented training is also very much in focus. It is necessary to ensure that programmes of literacy and adult education are organised as a measure to harness the revolutionary zeal and post-independence resurgence.

This paper attempts (i) to review the adult education programmes at the time of independence; (ii) to examine the considerations on which the adult education plans for new Zimbabwe may be based; (iii) to suggest an outline for planning of significant adult education schemes; (iv) to indicate steps that may be taken to operationalise those schemes; and (v) to conclude with a call for determined action.

I. REVIEW OF ADULT EDUCATION PROGRAMMES

Adult education programmes in Zimbabwe prior to independence can be reviewed in three categories: programmes administered by government; programmes of non-government organisations; and of the University of Zimbabwe.

1. Government programmes

The Branch of Community Development Training of the Ministry of Education has been running the national training centre at Dombashawa (near Salisbury) and five provincial training centres. These training centres used to organise courses at the request of various government ministries. While the Dombashawa centre organised long duration courses for administrative staff, the provincial centres ran short courses for "community leaders", local government officials and extension workers.(1)

(1) Educational Profile, Rhodesia. The British Council, London, 1978. p. 20.

Table 1. Courses conducted by the training centres run by the Ministry of Education

	Courses Conducted			Participants		
	1979	1978	1977	1979	1978	1977
Domboshawa	n.a.	14	24	n.a.	315	192
Manicaland and Mashonaland East	24	12	51	536	212	862
Mashonaland West and Central	13	17	58	173	478	8 763
Matabeleland	32	67	70	259	765	773
Midlands	42	58	82	450	1 014	3 408
Victoria	23	25	39	311	505	712
	134	193	324	1 729	3 289	14 710

Source: Annual Reports of the Secretary for Education for the years 1978 and 1979.

Alternative education programme was started by the Ministry of Education in 1978. "Alternative education is the provision of educational opportunities through study groups and other means for children who for any reason fail to gain admission to, or prematurely leave, the formal school system."(2) Pupils are organised under this scheme in groups up to 50 under a mentor and every pupil is expected to enrol himself in a correspondence college. There are a large number of correspondence colleges, monthly in Salisbury, which facilitate part-time or own-time study by people who wish to take examination in the formal system. In 1976, there were 3,700 candidates who took the Rhodesian External Junior Certificate examination, almost all of whom were enrolled in correspondence courses.(3)

Table 2. Study groups and evening classes: staff and enrolment, 1980

	Numbers	Enrolment	Number of mentors/ teachers
Study Groups	109	9,423	208
Evening Classes	56	6,879	309

Source: Teachers' Colleges, schools, evening classes and study groups : staffing and enrolment statistics, Ministry of Education, Government of Zimbabwe, 1980.

(2) Annual Report of the Secretary for Education for the year 1979, Government of Zimbabwe, Salisbury, 1980, p7.

(3) Educational Profile, Rhodesia op. cit. p. 19

In co-operation with Adult Education Trust Fund the Ministry has also sponsored evening classes, in urban areas, at both the primary and secondary levels. These classes are taught by teachers of day schools, who are paid an additional honourarium. Besides, the Ministry aids a number handicraft schools. In 1980 there were 13 such schools with an enrolment of 734. (4)

Adult Education functions were explicitly added in 1978 to the Community Development Branch of the Division of Teacher Education and Alternative Education.(5) Under the Rhodesian Education Act, 1979, the Minister of Education was enabled to provide facilities for adult education, which was defined as "any education or training which the Minister considers to be appropriate to develop persons as useful adult members of society."(6) The Ministry has provided financial assistance to a few non-governmental organisations working in the field of adult education.

2. Non-government organisations

The Adult Literacy Organisation of Rhodesia (ALOR) is perhaps the most noteworthy non-government organisation in the field of adult education. Founded in 1969, and funded principally by grants and donations from overseas, it had mounted an experimental literacy project where literacy learning was integrated with savings clubs and agricultural projects. In recent years the emphasis in ALOR has shifted to training of literacy teachers. It is estimated that between 1969 and 1976 15,000 adults were made literate through the efforts of ALOR. In 1978 the Whitsun Foundation commissioned a study, now published as "An Appraisal of ALOR and a Plan to Mount a National Adult Literacy Training Programme". The study recommends a 17 year programme to eradicate illiteracy at an estimated cost of R$60 million. (7)

Ranch House College is the other important non-government organisation. Established in 1961 and funded by donations within the country as well as overseas, it has organised classes for 'O' and 'A' levels and a wide variety of other courses, mostly in the nature of continuing education of professionals. It is non-racial and has hostel facilities for 30 participants. In 1977 over 4,000 adults, half of them Africans, attended classes at the College. The college has considerable accettance with the new government and it may be able it play a significant role in training for employment and continuing education of the professional people (8).

(4) Zimbabwe, Ministry of Education. Teachers Colleges, Schools, Evening classes and Study Groups. Salisbury, 1980.
(5) Annual Report of the Secretary for Education for the year 1978, Government of Zimbabwe, Salisbury, 1979.
(6) Rhodesian Education Act, 1979, (Section 32).
(7) An Appraisal of the Adult Literacy organisation of Rhodesia and a Plan to mount a National Literacy Training Programme, The Whitsun Foundation, Salisbury, 1979.
(8) Ranch House College - A review 1959-1978, Ranch House College, Salisbury, 1978 and Principal's Report for 1980.

Other non-governmental organisations include the Young Farmers' Club Association, with a membership of over 50,000, Federation of African Women's Clubs, Federation of Women's Institutes, Homecraft clubs etc., Besides, some industrial undertakings organise training programmes for their employes.

3. University of Zimbabwe

The Institute of Adult Education (IAE) of the University of Rhodesia, as it was then called, was established in 1961 as "a normal university teaching department, responsible for the training of leadership in certain areas of non-formal education".(9) IAE offers courses in B.Ed. (Adult Education), M.Ed. (Adult Education) and the Certificate in Adult Education. Since 1965 over 200 students have completed courses of study at IAE.(10) The courses are part-time with emphasis on theory, it being assumed that the students are learning about the practice of adult education on the job.

General Observations

It is obvious that practically no place was given to literacy and basic education programmes for adults by the Ministry of Education prior to independence. The activities of ALOR also touched only a small fringe of the problem. ALOR had neither the resources nor the vision to speedily tackle the problem of illiteracy. Nor do any institutional structures exist for development of useful learning materials, audio-visual aids, research and evaluation in literacy. Even IAE of the University of Zimbabwe took little interest in literacy.

The so-called alternative education,-study groups and evening programmes- started by the Ministry of Education were small in size and had hardly become established when the country attained freedom. The courses organised in the six community development training centres were intended to strengthen the colonial authority and made little contribution to the well-being of the people. The programmes of the various voluntary organisations, when they were intended for the African population, are also likely to have emphasized the need to understand the rationale for colonial government and unequal social set-up, and to adjust to it. The characterisation

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(9) Report of an investigation into the possibilities for educational development in Rhodesia-Zimbabwe after a political settlement, University of Rhodesia, Salisbury, 1978, p.34.

(10) Educational Profile : Rhodesia op.cit. p.19.

by B. Mothobi, in his study of industrial training, hold true for all adult training programmes. The training programmes were, Mothobi observed, "too parochial, fragmented and unco-ordinated; and not organised to cope with the requirements of a developing country "(11).

In sum, it would be true to say that the new Government of Zimbabwe has inherited little which can be considered relevant for organisation of a programme of people's education. Much of what existed earlier may have to be simply disregarded, or even scrapped. The existing institutional arrangements, if they are to be a part of the new programme, would have to be carefully reviewed, restructured and reoriented.

II. SIGNIFICANCE OF ADULT EDUCATION FOR THE NEW NATION

The spirit of revolution cannot be sustained only by past sacrifices. And post-independent euphoria must give way to hard decisions regarding priorities in national reconstruction. It is only by revitalising the innate and latent strength of the people, by recapturing the blurred vision of their cultural identify, and by giving to them skills as well as opportunities for contributing their mite that the revolution can be transformed from a struggle in the bush into a movement for a socialist, egalitarian and democratic society of the future. Some of the considerations which must be kept in mind are briefly discussed in this section.

1. People's participation in development

The ZANU Manifesto declared: "ZANU believes that power must vest in the people."(12) The Economic Policy Statement of the Government of Zimbabwe, when it states: "Development is by people"(13), gives an operational dimension to ZANU's political declaration. This does mean creation by institutional and consultative mechanisms for the people to be able to contribute to policy formulations and management of public affairs. However, given the long colonial ruler-subject ethos, such mechanisms can become mere appearances and policies and programmes can remain urban-elite oriented. It is only through a programme of education that the mass of people can understand the true meaning of development for them and can become critically aware of the dangers to their participation in the process of development.

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(11) Quoted in Report of an investigation into the possibilities for educational development, op. cit. p.34.

(12) ZANU (PF) Manifesto, African Currents, 19-20, Spring-Summer 1980, p. 2

(13) Growth with Equity - An Economic Policy Statement, Government of Zimbabwe, Salisbury, 1981, p. 8.

2. Contribution of education to development

Apart from being a means for securing effective and purposeful participation of the people, education contributes to development in several other ways. The Economic Policy Statement puts it succintly thus:

> "The central and pervasive role of education is of paramount and decisive importance in the formation and enhancement of human resources and in the social and economic development of the country. Education is a human right and a basic human need. It will enable Zimbabweans to acquire a broad base of knowledge which will influence their attitudes, values and skills and on which they can build in late life. It is also an important instrument for effecting people's access to other basic human needs such as adequate nutrition, safe drinking water, health service and the inculcation of popular public health awareness. In addition, education is an economic investment in human beings, who are the most valuable resource of any country and the means and end of all economic activity. Without the output of the educational system it will be impossible to sustain, let alone accelerate, economic growth and development." (14)

But merely providing more of the existing education can contribute little to development, indeed it can be counter-productive. The present Education Minister, Dzingai Mutumbuka puts it in these words:

> "To us it is quite clear that the present colonial system of education in our country cannot be continued because it expressed primarily the values, and is an arm of, settler domination. We aim to introduce a system of education that is people-centred, that is, expresses the values and aspirations of the black people, particularly in the rural areas, and is based on the principles of self-reliance. (15)

As Figures 1 and 2 show, only a small fraction of the African population is able to continue education beyond the primary level and therefore their contribution to the country's development is severely handicapped. (16) While the present government has made known its resolve to immediately expand access of the African population to secondary education, the huge number who have been deprived of these opportunities in the past have to be provided a suitable second chance.

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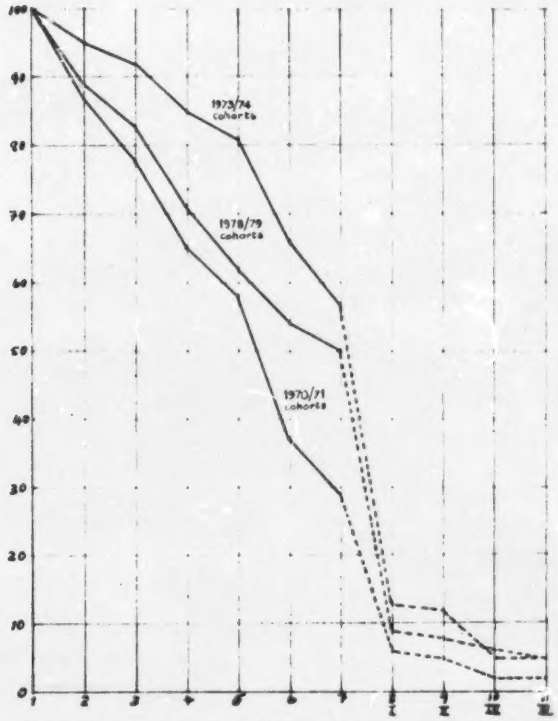
(14) Growth with Equity, op. cit. p. 11.

(15) Quoted by McLaughlin, J., Creating a New Mentality - Education in Zimbabwe, p. 4.

(16) Also see Riddell, R. Education for Employment, Catholic Institute for International Relations, London, 1980, p. 14-16 and S. C. Mumbengegwi, Zimbabwe: A Diagnosis of an Educational System in a Rapid Change, IIEP, 1981, p. 2-8.

Figure 1. African stationary cohort survival from grade 1 to form IV



Source : S.C. Mumbengegwi, Zimbabwe : A Diagnosis of an Educational System in a Rapid Change.

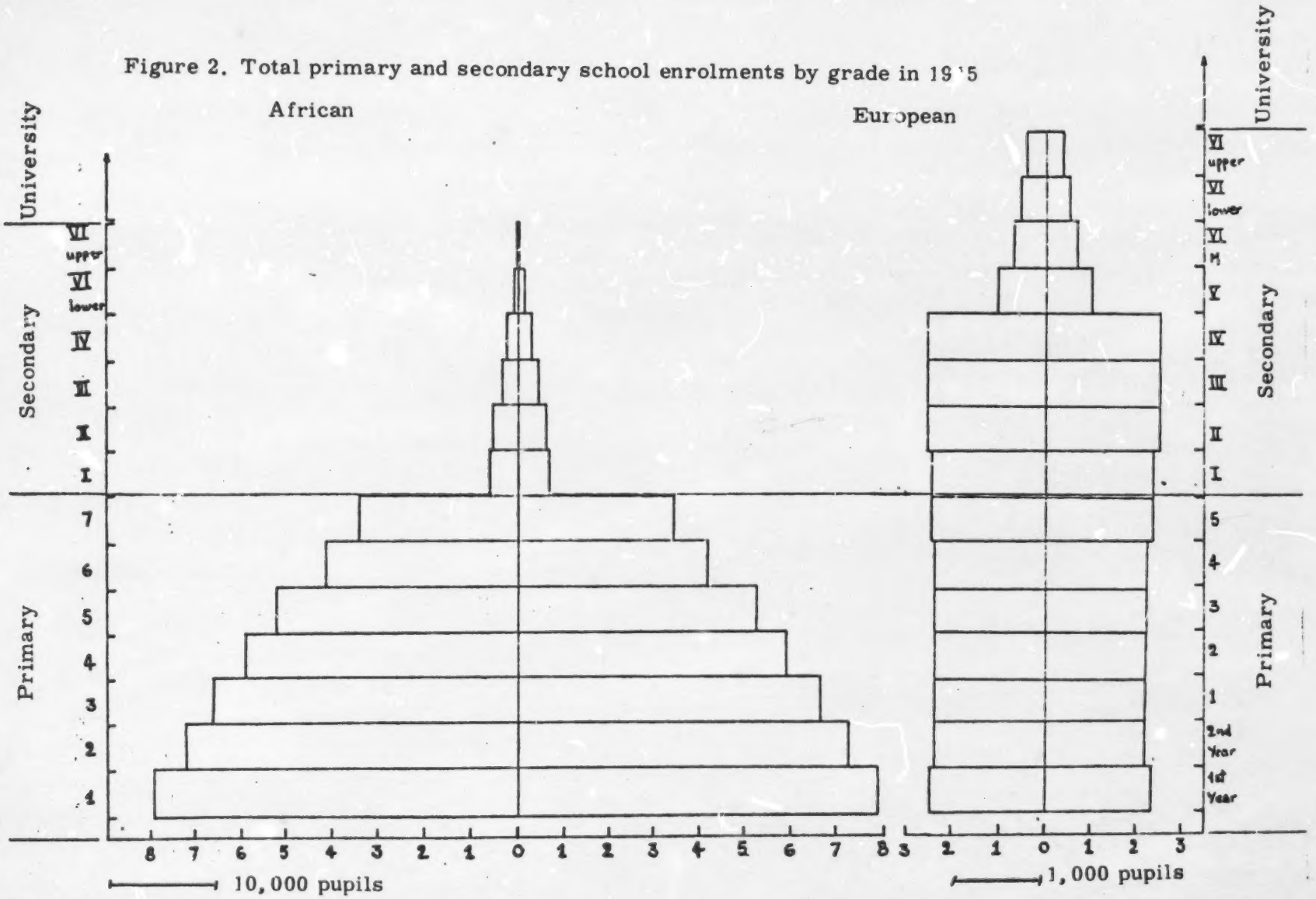
3. Manpower training

A concrete manner in which education can contribute to development is planned man-power training. ZANU (PF)'s document dated 4 August 1977 Adult Education Programme mentioned: "We should begin our counter-strategy immediately especially in the field of education and vocational training as it is essential that we have trained cadres in every field (this is an essential precondition for the total liberation of Zimbabwe)."(17)

There are two aspects of manpower training relevant to our discussion. First, the disparity in the training and employment between the Africans and the Europeans. As Table 3 indicates mainly due to lack of training the African population has a proportionately much lower share in employment, and the share in income of the Africans in comparison to the Europeans is 1:11. These figures do not take into account the large-scale unemployment or under-employment among the Africans, which may get exacerbated if the current rate of labour export to the Republic of South Africa (between 20,000 to 25,000 per annum) cannot be maintained. Another dimension of unemployment

(17) Quoted in Shamuyarira, N. Education and Social Transformation in Zimbabwe, Development Dialogue, 1978 : 2, p. 71

Figure 2. Total primary and secondary school enrolments by grade in 19'5



Source : Education and the Challenge of Independence by B. T. G. Chidzero IUEF, Geneva, 1977

Table 4. Employment and Earnings

Description \ Sector/Occupation	Agriculture and Forestry	Mining and Quarrying	Manufacturing	Electricity and Water	Construction	Finance, Insurance and Real Estate	Distribution, Restaurants & Hotels	Transport and Communications	Public Administration	Services: Education	Services: Health	Services: Private Domestic	Services: Other	Total less Agriculture	Total
1. Employment															
a) Total (African & European)	358,550	64,120	159,930	7,020	69,910	13,380	77,630	34,400	48,000	35,910	13,620	136,700	44,920	706,000	1,063,800
b) African (nearest hundred)	353,700	60,300	136,100	5,200	62,100	4,300	57,100	23,100	34,600	28 600	9,200	136,700	33,300	591,000	944,000
c) European	4,850	3,820	23,830	1,820	7,810	9,080	20,530	11,300	13,400	7,310	4,420	-	11.620	115,100	119,800
d) Ratio African: European	73:1	16:1	6:1	3:1	8:1	1:2	3:1	2:1	3:1	4:1	2:1	-	3:1	5:1	8:1
e) Percent of total															
(1) African	99	94	85	74	89	32	74	67	72	80	68	100	74	84	89
(11) European	1	6	15	26	11	68	26	33	28	20	32	-	26	16	11
2. Earnings, R$ million															
a) Total (African & European)	84.1	50.8	237.2	15.0	82.7	48.7	124.8	84.8	108.9	64.5	24.5	48.9	64.7	-	1,039.6
b) African	63.4	30.4	98.3	3.4	41.1	4.4	37.3	23.0	29.4	29.9	8.6	48.9	19.0	-	437.1
c) European	20.7	20.4	138.9	11.6	41.6	44.3	87.5	61.8	79.5	34.6	15.9	-	45.7	-	602.3
d) Percent of total															
(1) African	75	60	41	23	50	9	30	27	27	46	35	100	29	-	42
(11) European	25	40	59	77	50	91	70	73	73	54	65	-	71	-	58
e) Average per head															
(1) African (R$)	179	504	722	654	662	1,023	653	996	850	1,045	935	358	571	-	463
(2) European (R$)	4,268	5,340	5,829	6,374	5,327	4,879	4,262	5,469	5,933	4,733	3,597	-	3,933	-	5,029
f) Ratio African: European	1:24	1:11	1:8	1:10	1:8	1:5	1:7	1:5	1:7	1:5	1:4	-	1:7	-	1:11

Source: Computed from Monthly Digest of Statistics (Rhodesia), September 1976, by Chidzero in Education and the Challenge of Independence, op. cit.

is that even among the small percentage of African youth who have battled through to the secondary schools, over 80 per cent of the school leavers are unemployed and of those who are employed 45 per cent could be classified as under-employed(18) In respect of the overall picture, it has been estimated by Clarke, on the basis of the Zimbabwe Manpower Survey undertaken in 1970, that due to increase in population the number of persons more than 15 years of age in 1985 would be 4.33 million, of whom 2.46 million could constitute the potential labour force. He has also estimated that practically 70 per cent of African households desire incomes from primary and secondary dependence or wage incomes.(19)The significance of this data regarding employment and training is quite obvious.

The second aspect relates to deficiency in available skills with reference to the existing and foreseeable needs of the economy.

Table 4. Approximate number of European, Asian and Coloured Workers in the economy in 1977 and training needs.

Work category	Years in secondary education					Of whom requir. special training
	1-2 yrs.	3-4 yrs	6yrs	Univ.	Total	
Professional, technical and related workers	1,600	8,900	160	6,500	17,160	10,100
Administrative and managerial workers		4,400		1,900	6,300	
Clerical workers	12,200	31,100			43,300	23,900
Sales workers	7,100	7,400			14,500	
Service workers	3,600	900			4,500	
Agricultural and forestry workers	750	7,900			8,650	7,900
Production and transport workers	3,600	26,700			30,300	26,700
Others (not classified)	2,900				2,900	
TOTALS	31,700	87,300	160	8,400	127,560	68,600

Source: C. Colglough and R. Murray, The immediate manpower and training needs of an independent Zimbabwe, Commonwealth Secretariat, London, 1979, p.17.

(18) Education for employment, op. cit. p. 42

(19) Clarke, D.G., A review of skills, problems and policies in Zimbabwe, -Towards a New Order Vol. II UN, Geneva, 1980, p. 270.

It is noteworthy that out of the 127,560 persons with some kind of secondary education employed in the various categories, 118,630 (93%) were Europeans.(20) This fact makes the figures and estimates of European emigration of special relevance. On the basis of the trends visible since independence it would be a fair estimate to say that there may be at least a 6 per cent annual emigration, open or undeclared. It is quite evident that apart from making qualitative changes in the educational system, to meet the future requirement of trained manpower, there would be need to organise a wide variety of skill training programmes for youth and adults. These programmes would range from what are called semi-skills to management of industrial and communicational infrastructure.

4. Facilitating post-independence resettlement

The prolonged war for independent Zimbabwe had unsettled hundreds of thousands of peace-loving citizens of the country. A programme which received the highest priority when the government in free Zimbabwe came to power in April 1980 was re-settlement of the populace.

Table 5. People resettled by Government (at January 1981)

Province	Adults	Children	Total
Mashonaland Central	47,339	81,426	128,765
Mashonaland East	50,314	71,495	121,809
Mashonaland West	11,410	19,165	30,575
Manicaland	69,885	104,166	174,051
Matabeleland North	16,826	21,925	38,751
Matabeleland South	20,655	23,197	43,852
Midlands	35,454	37,949	73,403
Victoria	43,273	62,282	105,555
Total	295,156	421,605	716,761

Source: Department of Social Services, 1981.
Note: 1. Children: under 12 years of age.
Adults: over 12 years of age.
2. As of 19 Feb. 1981, Government estimated that there were approximately 167,000 people still to be resettled.(21)

(20) Education for Employment, op. cit. p. 61.

(21) Zimbabwe Fact Sheet - Social and Economic Profile, 1981, Central Statistical Office, Ministry of Economic Planning and Development, Governement of Zimbabwe, Salisbury, 1981.

Table 6. Land bought by the Government for resettlement (at January 1981)

	Total population settled	Farms	Hectares
Manicaland	174,051	49	62,456
Mashonaland	281,149	38	82,917
Matabeleland	82,603	7	36,009
Midlands	73,403	43	89,156
Victoria	105,555	55	113,388
Total	716 761	192	383 926

Source: 1. Ministry of Information and Tourism.
2. Department of Social Services.

Another aspect of resettlement is integration of the former guerrillas, who had fought for the country's freedom, several thousands of whom have been absorbed in the armed forces. Resettlement and full integration of these people is a matter of the greatest importance for the future of the country.

Resettlement of disturbed persons on land and integration of the guerrillas in the armed forces has an important educational dimension, which may, in the long run, be critical to the success of those operations. It is obvious that the children of the families resettled on land will be provided appropriate opportunities of formal schooling. But practically all persons indicated as adults in Table 5, namely persons more than 12 years of age, would be best served through intensive programmes of non-formal education. The size of land provided to resettled families would, no doubt, be much larger than would seem from the juxtaposition of Tables 5 and 6 - this was, indeed, one of the main objectives behind ZIMCORD Conference. Management of farms in an economic manner would be the main functional aspect of the educational programmes organised for resettled families.

As far as integration of the former guerrillas into the armed forces is concerned, this too would require a systematic programme of education. The objective here is not only to develop a national (as against ethnic or functional) identity among them - important though this aspect is. These personnel have to be trained as an army of the people who are at the same time efficient, effective and modern. Their training must also evisage that top leadership positions in the armed forces shall have to be occupied by them in not a distant future.

5. Assertion of cultural identity

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Another important reason for a massive programme of adult education in Zimbabwe is the need for re-establishing the cultural identity. As has been

stated by Dzingas Mutumbuka, "the condition of cultural domination and alienation is a consequence of colonialist and imperialist domination." (22) Revival of the African, the Zimbabwean identity has to be an indispensable function of all education in the African continent, for, as Amadou Mahtar M'Bow said, "this consciousness is one of the essential conditions of the independence, development and affirmation of peoples."(23) This aspect has always been a matter of deep concern during the formation of educational policy of ZANU(PF) as the following passage from its basic policy document makes clear:

> "The imperialialists have diluted our rich cultural heritage by way of films, literature. Mass media, schools and Church doctrinaire. These have plunged our people into a morass of emotional and spiritual confusion. Most of our people are now at a crossroads. They believe the Western culture is right and that ours is wrong and uncivilised. This is a mental process that has taken years of intense cultural aggression, and which has resulted in the loss of our culture heritage. In an independent Zimbabwe strenuous efforts will be made to restore the nation to its noble self once more. People will be assisted in building a new Zimbabwe culture, derived from the best of what our heritage and history have offered to us. Zimbabweans will also take from foreign culture that which is good and transfuse it with the indigenous culture, and then develop it to meet the needs of the socialist state of Zimbabwe. Our country will need mental decolonisation just as much as it needs political and economic independence."(24)

The discussion in this Part, then, has provided some of the elements of the context and the rationale for examining the outline of a plan of adult education in Zimbabwe. In the next Part we shall first delineate some general characteristics which ought to inform all programmes of adult education and would then proceed to spell out some specific programmes that may be taken up in the immediate future.

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(22) Mutumbuka, D. Zimbabwe's Educational Challenge in African Currents, 19-20, Spring-Summer 1980, p. 7

(23) Statement by Amadou Mahtar M'Bow on the occasion of Unesco's embarking on the eight-volume General History of Africa, Unesco Courrier, Aug-Sept, 1979.

(24) Quoted in Shamuyarira, N. Education and Social Transformation in Zimbabwe, op. cit. p. 58-59.

III. PLANNING ADULT EDUCATION PROGRAMMES FOR THE FUTURE

1. General characteristics

Guidance in planning of educational programmes in Zimbabwe should come from the experiences and innovations in organisation of education during the struggle for independence. Janice McLaughlin refers to the following in her illimunating paper on education in Zimbabwe : (25)

- Integration of manual and mental work.
- Dialogic teaching methods.
- Collective organisation and administration.
- Co-operation instead of competition.
- Promotion of culture.
- Physical exercises.
- Equality of women.

Government of Zimbabwe's Economic Policy Statement also refer to certain general issues:

> "In the field of non-formal education Government aims at sponsoring well planned programmes of adult education. Not only must these programmes be closely related to the economic development programme of the country, but they must also relate to the work and experience of adult students. Adult education must not be seen as peripheral to the working life and experience of the individual, but rather as a vehicle for making a better adjusted and more efficient workers. In this connection every farm and every factory should become a place for work and for learning". (26)

Keeping in view the characteristics of the educational system created during the struggle of independence and the Policy Statement, as well as the experience of various countries which have launched major adult education programmes, certain characteristics which should inform the adult education programmes in Zimbabwe can be indicated.

(1) Integration: Keeping in view the challenge of building a new society, with emphasis on development of the rural areas, it would be necessary to emphasize functional upgradation and basic education for the illiterates. Moreover, political education and cultural awareness must form part of all programmes. Symbiotic results can be achieved by appropriate integration of these four essential elements of the adult education courses.

(25) McLaughlin, J. Creating a New Mentality op. cit. p. 5-13.

(26) Growth with Equity, op. cit. p. 12.

(2) Group action: Another essential component of all adult education programmes should be group discussion for preparation of group projects, leading to organised group action, from which may emerge learning problems, which in turn should become the subject matter of learning, and continuance of this cycle. In this manner learning can become related to life's problems and adult education groups can become an effective agency for decentralised development.

(3) Learner orientation: This means that the content and organisation should fully take into account the group for whom it is organised. A miner should learn about mines and mining, a farmer about improved agricultural practices. This is possible only if the programmes are flexible and diversified. Learner orientation also implies that the teachers should not be authoritarian and should secure learners' participation.

(4) Learning continuum: Adult education programmes, indeed all educational programmes, are not one time programmes which are organised and then forgotten about. Continuing improvement of functional and educational skills, a better understanding of the cultural heritage, a sharper awareness about the environment and ecology, and more responsible understanding of civic rights and duties etc., are inherent in viewing education as a life-long pursuit, rather than as a one-time affair.

(5) Well-planned and systematic programmes: Adult education programmes in Third Worls countries are mainly for the deprived sections of people. They are compensatory in nature and sometimes there is an inclination to manage them with meager facilities, unsatifactory arrangements and sloppy management. One cannot emphasize enough the fact that nothing except the best that the country can afford should be provided in adult education programmes - instructional facilities, instructors, continuing education arrangements. etc.

(6) Priority to women and rural areas: As Table 8 makes clear, while the number of illiterate males has decreased between 1970 and 1980, the number of illiterate women has increased. Illiteracy is also practically an entirely rural problem. In regard to vocational and technical training programmes, this differential is likely to be even more glaring. Clear priority shall, therefore, have to be given to women and to rural populace.

We shall now try to see how, keeping in view the importance of these six principles, the two most important adult education programmes may be planned.

2. Literacy and basic education

Significance: Without any doubt, expansion of educational opportunity to persons who have remained altogether deprived must be a high priority.

This point has been effectively made by Dzingai Mutumbuka:

> "An illiterate person is like a dead person. Think of all the things people miss who are illiterate ....
> ... This is a serious matter which we should look at critically. In this country more than half are complete illiterate. How can we develop as a nation, with pride and dignity, when half of our people are for all intents and purposes dead?"(27)

Quite appropriately the Economic Policy Statement of the Government of Zimbabwe declares: "The immediate target must be the elimination of illiteracy."(28)

Clientèle: Literacy and basic education programmes are intended for the illiterate population as well as those resettled on land, even if they possess rudimentary literacy. It would be noted that the numbers of adults in the latter category (most of whom would probably be illiterate also) may be about 350,000. As far as illiteracy in the adult population is concerned there is a wide divergence of views. After taking into account the various studies made on this subject, Riddell comes to the conclusion that over 50 per cent of the adult African population is functionally illiterate. He estimates that there may be nearly 3 million such persons.(29) In making this calculation Riddell has included persons who have attended school for three years. On the other hand Unesco's projections estimate that in 15+ age-group the total number of illiterates in 1980 is likely to be 1.14 million. Of course, this does not include persons who are semi-literate, or functionally illiterate. This is made even more complex because of the doubtful nature of the accuracy of most of the date. What, then, should be taken as the size of the clientèle in planning of a nation-wide literacy programme ? Assuming (a) that programmes may have to be organised for persons who are over 12 years of age; (b) that at least young persons who are semi-literate or functionally illiterate have to be covered by the literacy and basic education programme; (c) that an unusually large number of children and (d) that special effort may not be made to extend the programme to persons who are more than 45 years of age, the size of the clientèle may be taken as 2,00 million.

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(27) Heritage of Chaos, Dzingai Mutumbuka alks to Ruth Weiss, Times Educational Supplement, 4 July 1980.

(28) Growth with Equity, op.cit. p.12.

(29) Education for Employment op.cit. p.18-20 and p.59-60.

(30) For effects of war on African education, see Education for Employment, op.cit. p.32. As against a total of 893,175 pupils in 1976, 23, 31 and 53 per cent African pupils respectively were displaced during 1977, 1978 and 1979.

Table 7. Population estimates ('000)

	Urban		Rural		Total		Percentage total population		Total Population	Growth rate, per cent
	African	Non-African	African	Non-African	African	Non-African	African	Non-African		
1969 Census (April-May) Estimates at 30 June	657	201	4 190	52	4 847	253	95,0	5,0	5 100	-
1975	1 091	251	4 889	53	5 980	304	95,2	4,8	6 284	3,3
1976	1 096	250	5 094	54	6 190	304	95,3	4,7	6 494	3,3
1977	1 093	242	5 317	52	6 410	294	95,5	4,5	6 704	3,2
1978	1 113	235	5 517	50	6 630	295	95,9	4,1	6 915	3,1
1979	1 116	219	5 694	48	6 810	267	96,3	3,7	7 077	2,3
1980	1 213	215	5 887	45	7 100	260	96,5	3,5	7 360	4,0

* This growth rate which is below the expected trend is perhaps attributable to the impact of war.
Source : Central Statiscal Office, Salisbury (January, 1981), Zimbabwe: Fact Sheet, 1981.

Table 8. Estimates and projections of illiteracy for the population aged 15 and over by sex

	Sex	Age-group 15-19		Age-group 15 and over	
		1970	1980	1970	1980
Population (000)	MF	556.9	768.9	2,838.2	3,918.9
	M	277.9	382.3	1,403.5	1,932.3
	F	279.0	386.6	1,434.7	1,986.6
Literates (000)	MF	501.7	676.9	1,679.5	2,774.6
	M	254.3	354.4	927.7	1,507.2
	F	247.5	322.5	751.8	1,267.4
Illiterates (000)	MF	55.1	92.1	1,158.7	1,144.2
	M	23.6	27.9	475.8	425.1
	F	31.5	64.2	682.9	719.1
% Illiterate	MF	9.9	12.0	40.8	29.2
	M	8.5	7.3	33.9	22.0
	F	11.3	16.6	47.6	36.2

Source: Estimates and Projections of Illiteracy, Unesco, 1980.

Strategy: Nation-wide programmes of literacy and basic education, based on strong political support and careful planning, have the best possible chances of success. Such programmes also result in popular mobilisation for the socio-political aims established by any country. This is the conclusion of a recent study of significant literacy campaigns commissioned by Unesco.(31) An earlier evaluation of the World Experimental Literacy Programme (1967-73), revealed that while work-oriented literacy projects made an impact on productivity and participation of learners in development activities, such programmes were too expensive and there were serious difficulties in their replication on a wide scale.(32) Moreover, as the experience of Cuba, Tanzania and Viet-nam has shown, literacy programmes taken up as a continuation of the struggle against imperialist tyrannical regimes infuse a natural vitality and in such programmes it is possible to secure the willing and voluntary participation of all persons concerned. The strategy for Zimbabwe's mobilisation for literacy may include the following elements: (a) It may be taken up as a nation-wide campaign, the first phase of which (eradication of illiteracy and development of basic skills among resettled populace) would be completed in three years.

(31) Bhola, H.S. Campaigning for Literacy, A critical analysis of some selected literacy campaigns of the 20th Century, International Council of Adult Education, 1981.

(32) The Experimental World Literacy Programme : A Critical Assessment, Unesco, 1976.

(b) It has to be a political, educational and developmental programme. It should be the duty of all persons to make his/her best contribution to it. The partisans of the struggle for independence should have special responsibility in it.
(c) Literacy may be organised in the mother tongue. While ethnic and linguistic diversity should be respected, the emphasis may be on identification of all citizens as members of one nation, inheritors of one culture.
(d) It should be the duty of all illiterate persons, particularly those below 45 years of age, to successfully take a national literacy and numeracy test. Equivalence of this test with a level in the formal education system may be established and persons who pass this test be encouraged to enter the formal stream through correspondence or other kinds of part-time education programmes.
(e) The national mobilisation for literacy may be viewed as just the first phase in the direction of building a learning society in which all persons would strive to continue their education, depending on their needs, interests and scope.

Instructional arrangements: In planning for instructional arrangements it needs to be kept in view that most of the programmes shall have to be organised in the evenings, and therefore satisfactory lighting arrangements will be necessary. Some other significant aspects of instructional arrangements may be referred to here:

(a) The instructors: It may be necessary to insist that various persons having the capacity to organise literacy and basic education classes would do so on a voluntary basis. These persons would include students, teachers, extension workers, other government functionaries - indeed all persons who have had a level of education (say up to the II Form of secondary education).

(b) Learning centres: Schools are the obvious and the most appropriate places for this purpose. But, depending on suitability, government offices, churches, community centres or even private homes may be used.

(c) Curriculum and content: This may have three aspects. Certain nationally important subjects - such as nation's history, health and family planning, human values etc. The second aspect would be of functional nature, and this would depend on the occupation of the clients. Besides, the participants themselves would decide upon certain aspects, such as work projects, cultural activities, games and sports, etc.,

(d) Teaching and learning materials: It is important to emphasize that these should be of high quality, and special arrangements at the national level may have to be made.

(e) Training. The quality of the programme often depends on the efficiency of the training arrangements, particularly of the instructors. A great deal of attention needs to be given to this and it may be necessary to make special institutional arrangements for this purpose.

3. Vocational and technical training

Several issues connected with vocational and technical training come under the domain of formal education: expansion of courses, introduction of new specialisations, vocationalisation of secondary education, opportunities for the African population of making up for, to the extent possible, the denials and deprivations suffered in the past, etc. Here we are concerned only with adult and non-formal education - i.e. programmes to be organised for persons who cannot participate in whole-time courses of formal education.

Policy-orientation: It is useful to make a clear statement of policy. Such a policy may be guided by the following considerations: (i) The need to provide satisfactory employment opportunities to the unemployed or underemployed African population. This would become a particularly challenging task in view of the large expansion of secondary education during the preceding year. (ii) Redressing the imbalance between the Europeans and Africans at all levels in the various sectors of employment. (iii) Importance of meeting the existing skills scarcity, as well as the future needs keeping in view expansion and diversification of the economy and services, and also the fact that in spite of the genuinely accommodating and multi-racial policy of the government, a certain percentage of European population will emigrate. (iv) Most skill training programmes result in mobility of educated rural youth to the urban centres. Although there are obvious difficulties in changing this pattern, determined efforts must be made to upgrade skills and competencies for rural development. (v) Training programmes, particularly those involving high cost (including opportunity cost) should be based on manpower need estimations. Manpower need should be estimated not only with reference to the existing situation, it should also correspond to the future policies of the government. One of its implications is that the estimation would not be related only to the urban and industrialised sectors, but the needs of the rural sector would receive due prominence. (vi) There is need to organise programmes of continuing education for all persons, particularly the professional people. Even among them, priority should be given to newly appointed African administrative personnel, former guerrillas recently integrated into the armed forces, etc.

Action programme: With the limited data available, it is possible to indicate only a few areas, and institutional arrangements therefor.

(a) On-the-job training. One of the aspects of this is intensive training of the guerrilla fighters integrated into the armed forces. After an initial introductory training, it should be possible to organise institutional training for these new recruits every few years to improve their professional and leadership qualities. The other important category under this is apprenticeships. In the year 1976 there were 3,709 apprentice places. No more than 15 per cent of these places were available to the Africans (33). There is need to substantially expand the apprenticeship programme to cover practically all industrial, mining and even commercial establishments.

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(33) Education for Employment, op. cit. p. 28

(b) Evening and part-time classes. There is already some experience in organisation of evening and part-time classes. As has been noted by Chidzero, these classes are, however, almost exclusively reserved for the Europeans, with little opportunity for the Africans to benefit from them.(34) As Table 9 shows, there is a considerable number of technical and higher education institutions which can provide opportunities for evening and part-time courses.

Table 9. Institutions for higher and technical education, 1976

Serial No.	Institutions	Number	Total intake per year (whole-time)	Entry requirement	Comments
1	University of Rhodesia.	1	500	2 'A'	450 part-time students
2	Polytechnics and technical colleges	2	1,400	RCE '0'	(1,899 part-time and 1,752 adult students)
3	Techs.	3	94	RCE	No part-time or adult students.
4	Agr. Colleges	2	67	'0'	" "
5	Agr. Schools	4	302		
6	Homecraft Schools	19	585	Grade 7	" "
7	Nursing and medical and health para-professionals	6	383	'0' (Form II for medical assistants).	" "

Source: Abstracted from Education for Employment op. cit.

(c) Crash composite courses: ZINTEC (the Zimbabwe Integrated National Teacher Education Course), started with co-operation of Unicef and Unesco shows the direction for training for various manpower needs. While all the eight existing teacher training colleges have an intake between 500 and 600, ZINTEC enrols 900 persons in three specially established colleges and plans to cover all the 9,000 untrained teachers within four years.(35) This is done through vacation courses coupled with correspondence and an effective field tutor system. With appropriate modifications to suit a particular trade, this method can be usefully tried for training of artisans, extension workers, accountants, bank clerks, etc.

(34) Chidzero, BTG Education and the Challenge of Independence, op. cit. p. 15.

(35) Zimbabwe : A Diagnosis of an Educational System in Rapid Change, op. cit. p. 13.

(d) Folk Schools: These would serve the rural areas by training young farmers and village artisans in skills needed for improvement in standards of living in those areas. Started in Denmark and other European countries, this type of institution has proved quite useful in India and Tanzania.(36) To begin with, on an experimental basis, one school may be started in each province - within a few years there could be one in each district, or even for a small rural area. These schools can, over a period of time, become the centre for leadership training, cultural development and area planning.

We have attempted, in this Part, to indicate a few characteristics which should guide planning of literacy and adult education programmes. We have also suggested an outline of a massive national mobilisation for eradication of illiteracy and of a large programme of vocational and technical training. Effective organisation of literacy and training programmes depends, to a considerable extent, on the political and administrative support, and mechanisms for co-ordination, resource development and evaluation. It is to these aspects that we now turn.

IV. POLITICAL SUPPORT AND ADMINISTRATION

Planning's fruitfulness depends on the programme getting policy support from the political leadership and on effective implementation. Before we consider the different aspects of these important issues, we must elucidate the guiding principles on which suggestions regarding political support and administrative mechanisms are based.

1. Guiding principles

In identifying the guiding principles one can benefit by keeping in mind the experiences of other countries which have, under somewhat similar conditions, organised mass programmes of literacy and skill development. In addition, obviously, the special conditions, unique in several ways, in Zimbabwe must be kept in view.

(a) Manifestation of the political will: Mass programmes of adult literacy and also vocational and technical training programmes of the kind discussed in this paper are essentially political. They cannot succeed without the support of clearly manifested political will. Also, political support has to be extended at all levels and all the time.

(b) Non-bureaucratic structures: Conventional bureaucratic structures are not suited for such programmes in any country - in Zimbabwe, where the bureaucracy has not got fully attuned to the changed circumstances, dependence on the bureaucratic structures can be fatal for the programmes.

(c) Centralisation with decentralisation: Adult education programmes serving political and national objectives demand a degree of central direction. At the same time, the need for flexibility and diversification call for effective decentralisation in implementation. In fact, we should go a

(36) Krishi Vignan Kendra, Indian Council of Agricultural Research, New Delhi, 1975.
Kassam, Yusuf, The Adult Education Resolution in Tanzania, Shungwaya Publishers Ltd., Nairobi, 1978, p. 94-99.

step further and think of mechanisms for positive participation of learners' groups and the community itself. Properly organised, this can become a tool of participatory democracy.

(d) Open-ended organisation: The programmes envisaged here are such an audacious enterprise that it would be ncessary to secure the co-operation of all types of agencies, of individuals and groups. The administrative structures should be so planned that they are open for such participation.

(e) Co-ordination: Importance of effective co-ordination is obvious, but its organisation extremely difficult. Co-ordination has to be thought of primarily between political wing and administration; among the concerned ministries, not only in Salisbury but at the provincial and local levels; among the various agencies to be involved in the programme, particularly those of formal education and adult education; and, finally, among the various establishments responsible for non-formal and adult education.

(f) Specialist support: Adult education has several aspects which call for careful research, professional input and systematic training. For all these purposes specialist support has to be secured through existing or newly created institutions.

(g) Evaluation and feed-back: Quality and effectiveness of the programme also depends on the mechanisms for evaluation and feed-back. The national authorities should wish to know not only about the spread of the programme and its quality, but also about its benefits to the clientèle and impact on development. Zimbabwe's large size and difficulties in transport and communication make this aspect especially important.

2. Political support

Due to its special relevence, it may not be out of place to give a long excerpt from the Persepolis Declaration, which was the outcome of the International Symposium for Literacy, organised at Shiraz, Iran, with the support of Unesco.

> "Literacy work, like education in general, is a political act. It is not neutral, for the act of revealing social reality in order to transform it, or of concealing it in order to preserve it, is political.
>
> Consequently, there are economic, social, political and administrative structures that favour the accomplishment of literacy projects, others that hinder them. The most favourable structures would be:
>
> - Those that, from the political point of view, tend to bring about the effective participation of every citizen in decision-making at all levels of social life: in economics, politics and culture.
> - Those that, from the economic point of view, aim at an endogenous and harmonious development of society, and not at blind and dependent growth.

- Those that, from the social point of view, do not result in making education a class privilege and a means of reproducing established hierarchies and orders.
- Those that, from the professional point of view, provide communities with genuines control over the technologies they wish to use.
- Those that, from the institutional point of view, favour a concerted approach and permanent co-operation among the authorities responsible for basic services (agriculture, welfare, health, family planning, etc."(37)

Manifestation and sustainance of political will are critical for the success of literacy and adult education programmes. Without it mass mobilisation - which ensures voluntary teachers and willing pupils - is impossible. The manifestation of political support can take at least three forms. Firstly, in a clear policy statement which should come from the highest authorities in government and should bear the stamp of legislative deliberation. Such a policy can set the tone, and most other things would then tend to fall in appropriate places. Secondly, active and recurrent participation of the political leadership at all levels in planning and implementation of the programmes. An excellent example of it can be found in Tanzania, where political cadres work closely with the administrative machinery at all levels - from the national level down to the village level.(38) And, finally,manifestation of political support in the form of adequate allocation of human, institutional and financial resources. There are always competing claims on scarce resources - good administrative personnel, educational and training institutions, funds available for development programmes. Firm political support should ensure setting apart of these resources for literacy and adult education programmes.

3. Administrative structure

The desirability of debureaucratisation, decentralisation and participation (of political cadres, field functionaries, clientèle, etc.) calls for innovative administrative structures. While experiences of other countries deserve study, each country must develop its own set up - based on past experiences and future aspirations. These structures would call for a great deal of examination - some suggestions are made here to start off a debate.

National level: As mentioned earlier, all programmes of literacy and adult education, including short duration programmes of vocational or technical education, must be accompanied by activities meant for reorientation of attitudes towards values, society and culture. Therefore, adult education

(37) Léon Bataille, A Turning Point for Literacy - The Spirit and Declaration of Persepolis, Pergamon Press, 1976, p.274.

(38) Mpogolo, Z.J. Planning and Administration of National Literacy Programmes - Tanzanian case study, document prepared for the IIEP Workshop on "Planning and Administration of National Literacy Programmes," Arusha, 27 November to 2 December 1980, p.23-26.

including the kind of training referred here is essentially educational and correctly belongs to educational administration. There should be a Division of Literacy and Adult Education in the Ministry of Education and Culture. This Division should, principally, be the secretariat of the National Task Force (NTF). NTF may be headed by the Education Minister and should include political leaders. Education Secretary, ministers or secretaries of other concerned ministries (e.g. finance,agriculture, Local Government and Housing, health and family planning, rural development, manpower) ans some specialists in literacy and adult education. Its member-secretary should be the head of the Division. NTF should be a compact body which may be able to meet once every couple of months and efficiently transact buisiness. The functions of NTF should be mainly:

(a) to periodically review the progress of the programmes;
(b) to co-ordinate the activities of the various agencies with a view to overcoming procedural bottlenecks and to ensure that the interests of those ministries are fully taken into consideration; and
(c) to recommend to the Prime Minister and the Cabinet steps regarding the progress of the programme and the support needed for its success.

Provincial and District levels: Similar task forces need to be established at the Provincial and the District levels. The administrative structure at these levels need not necessarily form part of the educational set up. While there are some organisational and logistic advantages in it these are to be weighed alongisde the disadvantages. The educational set up at these levels can be rather rigid and hierarchical. Besides, its pre-occupation with expanding formal education may leave it with little energy to give necessary attention to adult education. The functions at this level would be co-ordination and supervision. In both these, people concerned would need to deal with officials and agencies of other departments as well as those responsible for implementation of the literacy and adult education programmes with a great deal of sensibility and fellow-feeling.

Village and community level: This level has relevence only for the mass literacy programme. In reality, there need be no structure as such at this level. What is needed is a group drawn from the community with participation of some learners of the literacy classes which would mainly be responsible for:

(a) identification of the illiterate or semi-literate persons;
(b) selection of the suitable persons who would function as instructors:
(c) making arrangements for organisation of the literacy class, including selection of the place, seating arrangements, lighting etc.,
(d) ensuring that classes take place regularly and participants attend them;
(e) evaluating, in a very informal manner, the progress in the class; and
(f) developing work projects, which form part of the literacy class, and ensuring that the entire community participates in it.

Reliance should be placed on persons closely involved in the struggle for independence in selection of persons who would comprise the village and community level groups. Those persons should animate, inspire and oversee the field programme.

4. Costing and finance

With the steep increase in expenditure on school education, it is quite natural that there would be an argument against taking up schemes which, because of their compressed time-frame, seem rather demanding. There may also be temptation to concentrate only on programmes of vocational training, which would satisfy the urban middle class sections among the Africans. It is, therefore, appropriate to indicate a note of caution at this stage. Evaluation of the Experimental World Literacy Programme, after extensive study and research, has identified the following factors for effecting economy:

(a) Average size of the class.
(b) Size of the national programme, and the corresponding costs involved in research and experimentation.
(c) Expenditure on teaching staff.
(d) Integration of the programme within the developmental framework.(39)

Practically all these factors can be applied with the greatest possible effect if national literacy campaigns are launched as a part of the surging enthusiasm generated by hard won independence. This is particularly true of Zimbabwe, where educational deprivation of the African population is widely recognized as one of the most glaring forms of injustices done by the past colonial regimes.

Obviously, it is not possible at this stage to make any estimation regarding the likely cost of the literacy and adult education programmes. It may, however, be pointed out that the costs could be substantial. And since emphasis must also be laid on post-literacy and continuing education programmes, the costs will be recurrent. Nonetheless, it has to be understood that the costs to the country without these programmes would be far beyond what can be reckoned at this stage.

5. Resource development

As far as the vocational and technical training programmes are concerned, it should be possible to get curriculum designed, evaluation and measurement procedures established and necessary training organised through the existing institutions and industrial organisations. It is only necessary to stress that with vocational and technical training there should be units on historical and cultural heritage, on values and attitudes appropriate for the citizens of a free country and group action projects. In respect of these, it would be necessary for NTF to especially ensure that they are not neglected and that the content of these units conforms to the pride and future aspirations of the new nation.

On the other hand, the literacy campaign will need to be supported by establishment of National Resource Centre (NRC). NRC would have clearly laid down departments corresponding to its functions. While the full picture would evolve over time, some functions can be envisaged at this early stage:

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(39) Experimental World Literacy Programme : A Critical Assessment, op.cit., p.183-189

(a) Curriculum and material development - as mentioned earlier, the content of the programme would be flexible. NRC would develop curriculum units, and teaching and learning materials, on the nationally relevent issues as well as for some large occupational and linguistic groups. It would also develop methodologies for diversified and locally relevent learning units and action programmes.

(b) Training: Past experiences point to the fact that the quality of the programme depends a great deal on the standards of training. Therefore, it is essential to lay emphasis on adequate training and retraining of personnel at all levels - administrative, supervisory and instructional. NRC would itself organise training for key personnel at the national, provincial and district levels, leaving to the latter the organisation of training for the instructors. Appropriate institutional arrangements would be necessary for instructors' training. NRC would develop appropriate training materials, and methodological booklets.

(c) Evaluation and research: NRC may be the apex for the monitoring system, and in that capacity may have responsibility to periodically apprise NTF regarding the progress of the programme. Besides, it should go into formative evaluation, impact studies and applied and action research.

The NRC would be an arm of NTF. It would provide NTF with the necessary technical support and briefings regarding programme implementation. That being so, it would not be feasible to treat the Institute of Adult Education of the University of Zimbabwe as the NRC. However, IAE would continue to provide opportunities for professional training and would enlarge its research programmes. It may also be expected to review its programmes and activities to substantially support the literacy and adult education programmes of the new Government.

6. Monitoring and feed-back

Efficiency in the literacy programmes depends to a considerable degree on proper monitoring arrangements. The system of monitoring should be efficient, in the sense that data should flow at a fast pace; it should be reliable in regard to accuracy of data; feed-back should be built into it, without which there is little incentive to supply or receive data; and, it should be participatory, in the sense that instructors as well as learners should be able to monitor their own work and progress.

The Arusha Workshop organised by the International Institute for Educational Planning, Paris, considered at length the various practical aspects of a monitoring system. The Workshop emphasized input processes as well as the outcomes. Based on the monitoring system evolved in India's National Adult Education Programme in co-operation with IIEP, the Arusha Workshop recommended a five-dimensional model.

In this system evaluation permeater the entire programmes, as follows :

1 - Appraisal of the environmental setting. This envisages a proper appreciation of a number of factors, including :
- the historical context,
- the socio-economic domains,
- general educational set-up,
- national policies and directions,
- resources and potentialities, etc.

2 - Evaluation of inputs
(a) Material inputs, such as learning materials, instructional arrangements, etc.
(b) Non-material inputs, including motivation arousal of learners and instructors, morale of workers, manifestation of the political will.

3 - Evaluation of processes. This again has two aspects :
(a) Management processes - such as running of literacy centres, the supervisory system, administrative arrangements, etc.
(b) Pedagogical or didactic processes - e.g. curriculum development, learning texts, teaching aids, testing of achievements and competencies, etc.

4 - Evaluation of immediate outcomes. Several examples can be cited to explain this aspect of evaluation, including :
- learners' achievement of 3 R^S,
- better use of delivery mechanisms of development programmes,
- improvement of environment, etc.

5 - Evaluation of long-range effects. This may include the impact on the educational system general level of health and family planning, vocational efficiency, etc.

Critical areas for which monitoring is necessary are :

1. Financial (release of funds, payment of honoraria, etc.).
2. Administrative (structure of implementation, appointment of personnel, creation of boards and committees, co-ordination, etc.).
3. Academic/technical (programme content, learning materials, training etc.)
4. Physical (number of classes, arrangements for seating and lighting, attendance, coverage of women, etc.)
5. Socio-economic (involvement of the community, village planning activities, status of women, etc.)(40)

(40) Planning and Administration of National Literacy Programmes, Final Report on an IIEP Workshop, Arusha, Tanzania, 27 November - 2 December, 1980, IIEP(Unesco) 1981, p.31-32.

V. CONCLUDING NOTE AND A CALLING

For too long have the people of Zimbabwe been denied their history - the reality of their long and rich civilization; their languages have languished and many people have begun to look at the Western culture as the vision of desired future. The people have also been denied their resources - land, mines, forests, water. All this has its basis in denial of education to them. In the push-out educational system of Zimbabwe the vast majority either never went to school or was simply dropped after the first few grades had been traversed. And it is through education that the people of Zimbabwe will take control of its resources and will revive the depth and strength of their history and culture. To be sure, they do not deny that there is much to be learnt from the Western culture and technology, and they do want their windows open for fresh and useful ideas and techniques. But, as the great Indian leader Mohandas K. Gandhi said,"they do not want that wind to sweep them off their feet."

We have had to make an effort to find out which activities of the colonial period could be called adult education. As we have seen, these activities were peripheral to the educational system and their size never became substantial. The objective of all the activities was to strengthen the structure of segregationist colonial power. Little by way of programmes and institutions is of much relevance for adult education in the future.

Can a country faced with a massive problem of post-revolutionary resettlement and reconciliation, of competing demands from a local African middle-class and entrenched European community, and faced also with a runaway expansion of school education, divert attention and resources to literacy and adult education programmes? About adult education, i.e. vocational and technical training, there would be little reluctance. That is necessary for maintenance of the infrastructure and for expansion of economy, with all that it entails for those most likely to benefit from it. But when the question arises about a national mobilisation for literacy, for setting apart on a priority basis human, institutional and material resources, there would be counsel of restraint and caution. Let us first get along, it would be said, with management of the day-to-day crisis, of course the persisting priority of spread of literacy must remain. It is here that the "people-orientation" of the programmes of government would be tested, and the political leadership shall have to make a policy assertion. We make this strong and emphatic plea because many a country (including the author's) has let the opportunity slip by, with consequences of irreparable damage. It is well to heed in time the warning sounded by Unesco's International Commission on the Development of Education in its report Learning to be (1972). Addressing themselves in the name of those concerned with literacy, the Commission stressed the need to avoid rhetoric, so as to avoid for the future generations the reproach that "we are succumbing to demagogy in this particularly delicate field of social action".

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